



OFFICE OF
Governor
JB Pritzker

| **Office of Equity**

ILLINOIS DEPARTMENT OF
Human Rights

INCLUSIVE LEADERSHIP:

Building and Sustaining a Diverse, Equitable, Inclusive and Accessible Workplace

A Leadership Guide for State of Illinois Supervisors, Managers, and Directors

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LEADERSHIP RESOURCE GUIDE

Objective

To equip leaders with the knowledge and awareness to promote workplace cultures of diversity, equity, inclusion and accessibility at all levels.

Audience

- Strategic Leaders
- Agency Supervisors
- Agency Managers
- Agency Directors

Plan of Action

- Demonstrate Inclusive Leader practices within your team and agency.
- Promote diverse thinking and ensure that employees are heard, respected, and included.
- Monitor DEIA organizational roadmap progress.

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Overview of Training Content

In this training, the learner will explore:

1. The importance of developing and sustaining a Diverse, Equitable, Inclusive, and Accessible (DEIA) workplace.
2. The individual leadership journey.
3. Leadership traits, characteristics, and competencies.
4. Inclusive leadership practices.
5. Tools for building inclusive teams.
6. Tools for Establishing and maintaining psychological safety within the Workplace.
7. Recommendations for sustaining a DEIA-informed organizational culture.

Acknowledgments

Leaders have different levels of understanding of diversity, equity, inclusion, and accessibility.

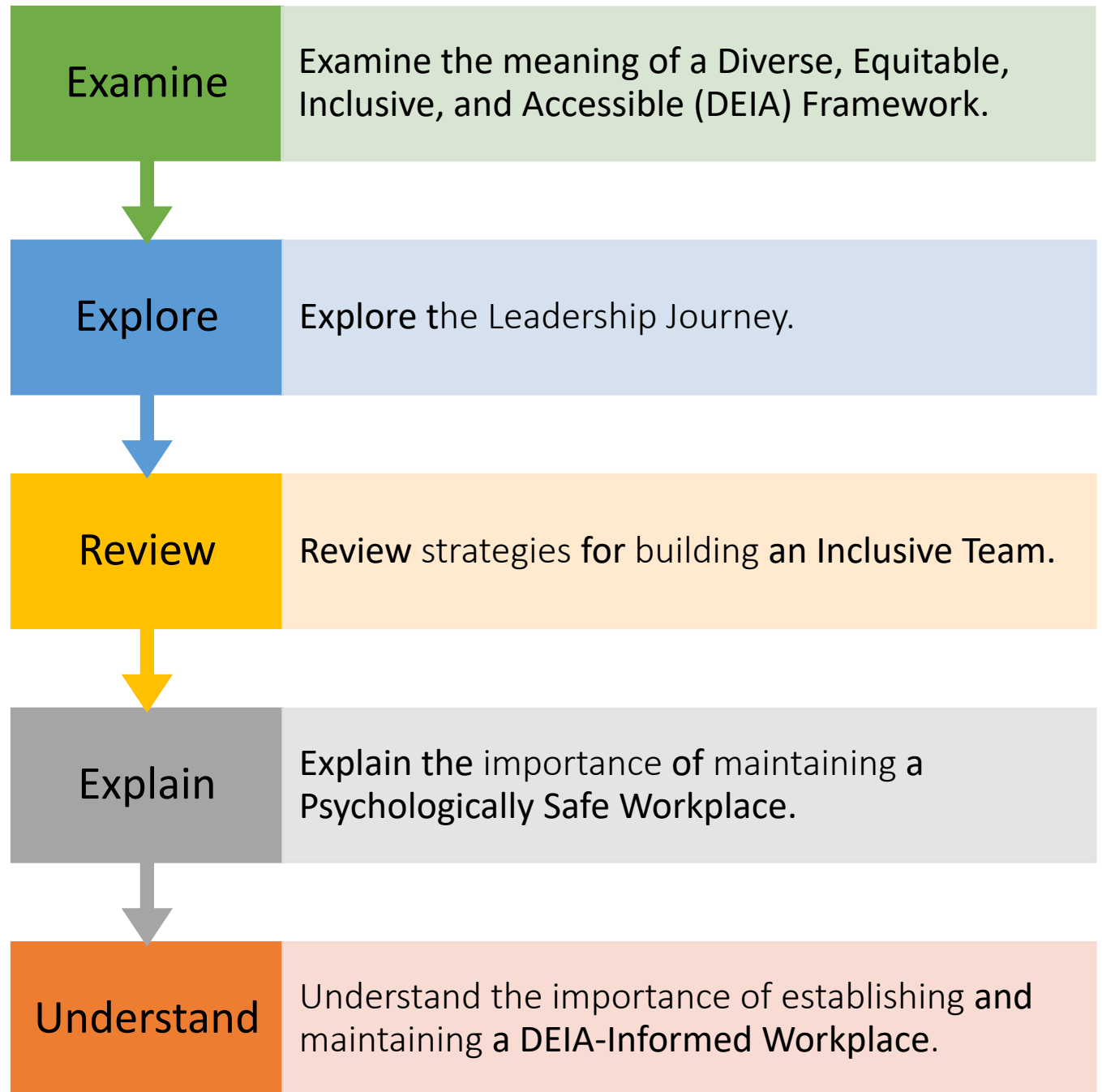
The expectations of leader knowledge, skills, and abilities are ever-evolving.

The range of leadership experiences are diverse.

Leaders must be committed to their own growth and development.

Inclusive leaders are committed to the growth and development of staff and the organization.

Training Objectives





TRAINING OBJECTIVE 1

Explore the meaning of the Diverse, Equitable, Inclusive, and Accessible (DEIA) Framework



DEIA Framework

Diversity, Equity, Inclusion, and Accessible (DEIA) Framework

Incorporates diversity as an element of creating a culture of acknowledgment of identity and difference. These differences are acknowledged by centering equity on resources, access and opportunity.

Accessibility

Accessibility is the degree to which all people, including people with disabilities and people who speak languages other than English, can fully use or participate in services, facilities, workplaces, products, and communications with ease.

Empowerment Lens

Focuses on how equity and racial justice relate to a particular issue at hand, and then how that issue also exists in relation to a much larger system of factors, root causes, and outcome disparities.

Equity-Centered Organizational Culture

Makes a commitment to authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision-making in a way that shares power at all levels of the agency.

The Importance of Establishing a DEIA Framework

- Barriers to DEIA organizational change are generally not rooted in lack of awareness, although this can be a factor. Barriers more often arise from inaction. **Even when people are aware of issues, they do not always take action to address the issues.**
- Often, fear of DEIA organizational change arises from the false idea that there is **only one** solution to developing and applying DEIA principles and practices.
- Establishing a DEIA framework through training is important to create the shared understanding that real change and specifically inclusive leadership practices requires consistent **effort to include all people across all activities.**



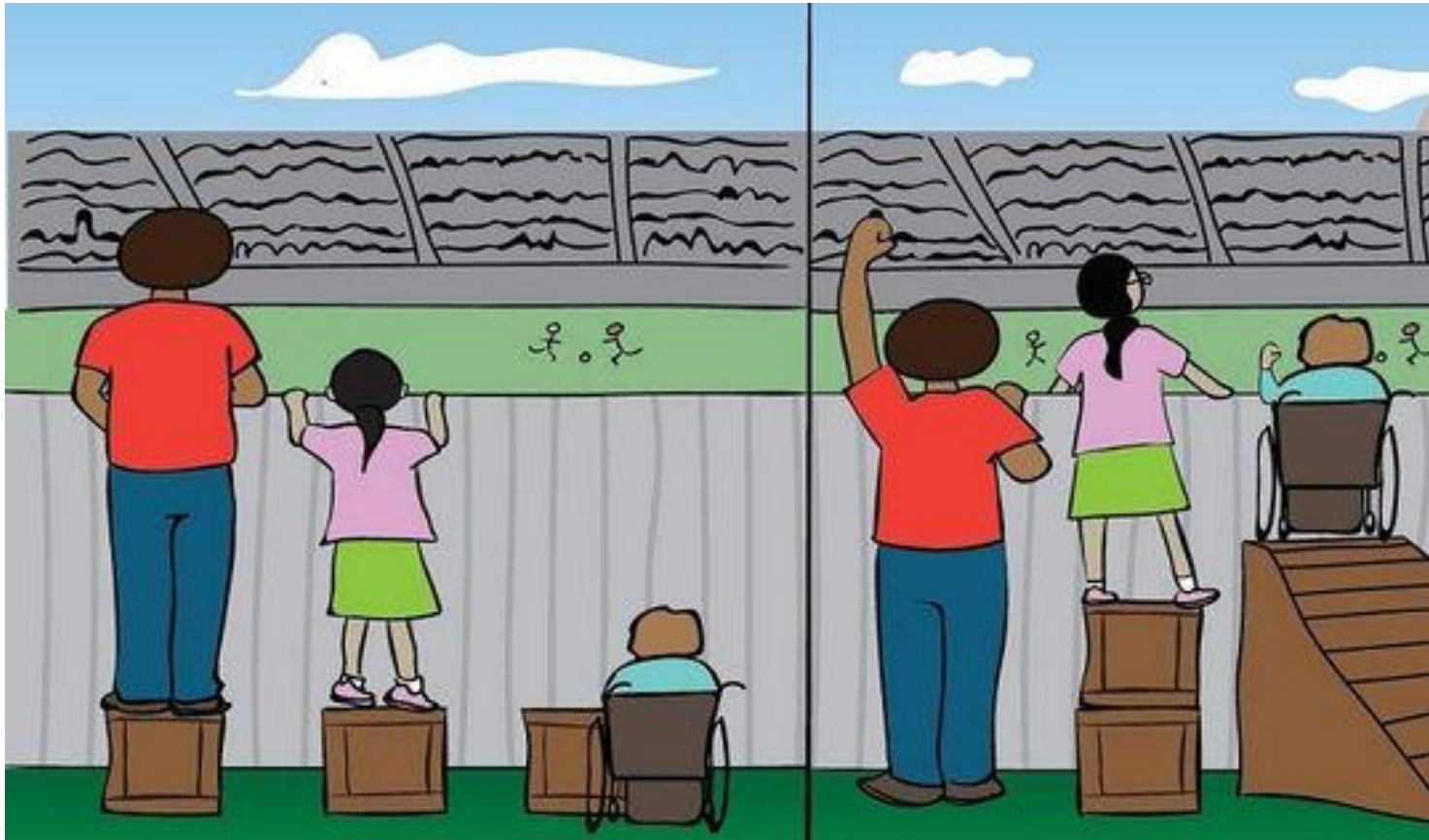
Maintaining an Inclusive and Safe Work Environment requires:

- A diversity of staff and leadership
- Equity-based principles and practices
- Inclusive practices at all levels
- Accessibility at all levels

Diversity Defined

Improving diversity in the workplace requires not only hiring individuals of different races, ethnicities, gender identities, ages, religions, disabilities, and sexual orientations, but also those with varied experiences, education, skill-sets, beliefs, and personalities.





Workplace Equity Defined

Workplace *equality* provides all employees access to the same opportunities.

Equity in the workplace means that access to opportunities is proportional to each person's needs in order to achieve equal outcomes.



Defining Workplace Inclusion

A culture of workplace inclusion ensures that everyone is given equal opportunity and feels welcome and empowered to participate and contribute.

For instance, your team creates empowered belonging for...

- People of different genders
- People of multiple generations
- People from myriad cultural backgrounds
- Persons with disabilities

Essential question –

Are all team members provided opportunities to feel included?



Maintaining an Equity-Centered Organizational Culture

An equity-centered organizational culture makes a commitment
To authentically bring traditionally excluded individuals and or
groups into processes, activities, and decision-making in a way
that shares power at all levels of the agency

Who's Responsible for Maintaining an Equity-Centered Organizational Culture?



Senior Leadership



Managers and Supervisors



Direct Employees or Staff



Consultants, Partners,
Vendors & Volunteers



Equity-Centered Culture | Roles and Responsibility

Senior Leadership is responsible for modeling and establishing an organizational culture committed to DEIA principles and practices.

- DEIA principles and practices often include creating opportunities for examining organizational climate, establishing strategic goals, and developing DEIA communications for internal and external audiences that understand the importance of developing and maintaining courageous and psychologically safe work environments.

Managers and Supervisors play an important leadership role as DEIA champions. Managers and supervisors identify opportunities for and barriers to implementation within organizational practice.

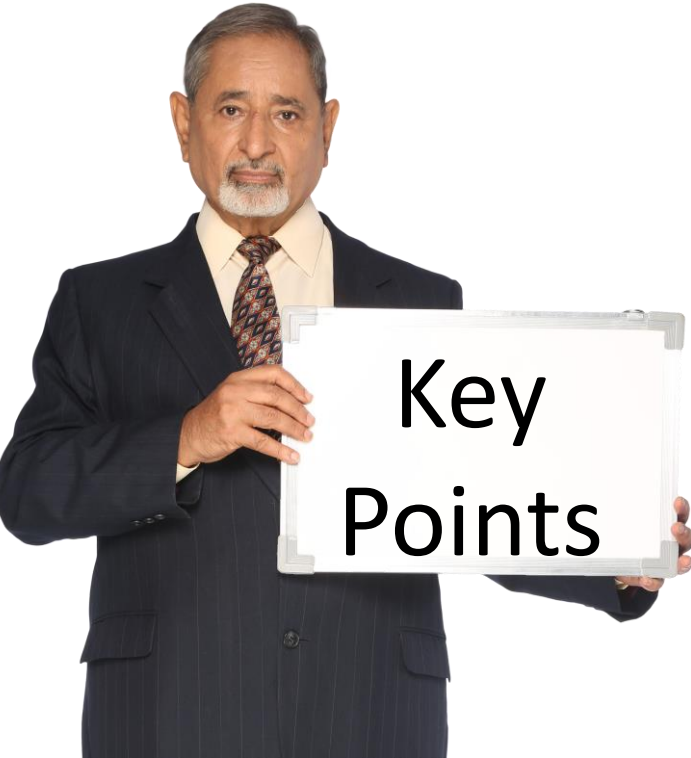
- These leaders have an additional and important role of developing bi-directional communication and implementation strengths and opportunities for growth between senior leadership and direct service employees.

DEIA-Informed Culture | Roles and Responsibility

Direct staff have one of the most important roles of connecting DEIA principles to the practice of the organization. Direct staff play an important role in being DEIA ambassadors to the consumers. Direct staff can play the very important role of receiving and providing feedback on the effectiveness of organizational process and outcomes.

Consultants, Partners, Vendors, and Volunteers are all an important extension of the organization and should serve as additional representatives of the commitment to DEIA principles, practices, and opportunities.

Training Objective 1 – Key Points



Remember to maintain an Inclusive and Safe Work Environment that promotes:

- A diversity of staff and leadership
- Equity-based principles and practices
- Inclusive practices at all levels
- Accessibility at all levels

Diversity is:

A workplace commitment to hiring individuals of different races, ethnicities, genders, ages, religions, disabilities, and sexual orientations as well as varied experiences, education, skill-sets, beliefs, and personalities.

Inclusion is:

A workplace culture that ensures everyone is given equal opportunity and feels welcome and empowered to participate and contribute.

Moving Forward

So far, we have examined the meaning of the Diverse, Equitable, Inclusive, and Accessible (DEIA) Framework.

Now, let's explore the useful personal traits and professional competencies required to meet evolving leader expectations in today's changing workplace.

Section 1: Learning Scenario

Beatriz is a new supervisor in a field site managing a team of 10 employees. She recently learned of her responsibility for maintaining an equity-centered agency culture and cares about applying a DEIA framework to her supervision and leadership approach. What are some ways Beatriz can apply DEIA principles and practices as a supervisor?

- A.** When hiring new employees, strive to recruit individuals that add to the diversity of identities, experience, education, skill set, beliefs, and perspectives on the team.
- B.** Provide each team member access to opportunities and supports that are proportional to each person's needs.
- C.** Implement practices to ensure each team member feels welcome and empowered to participate and contribute in their own way.
- D.** Do an inventory and review of workplace facilities, practices, and communications to ensure that employees with disabilities and, as relevant, people who speak a language other than English can fully participate with ease.
- E.** All the above.

**Please answer the questions on the OneNet training to view the correct responses.*



TRAINING OBJECTIVE 2

**The Leadership
Journey**

"To know yourself, you must sacrifice the illusion that you already do" — Vironika Tugaleva

You think you know yourself, but you don't. The most difficult task in our life is to come to terms with the realization we'll never truly know our own selves. We evolve and experience so much and so quickly we can never quite catch up. Getting rid of this illusion will help you learn more as a strategy for self-improvement.

Vironika Tugaleva is a life coach, poet, visual artist, and award-winning author of two books (The Love Mindset and The Art of Talking to Yourself).

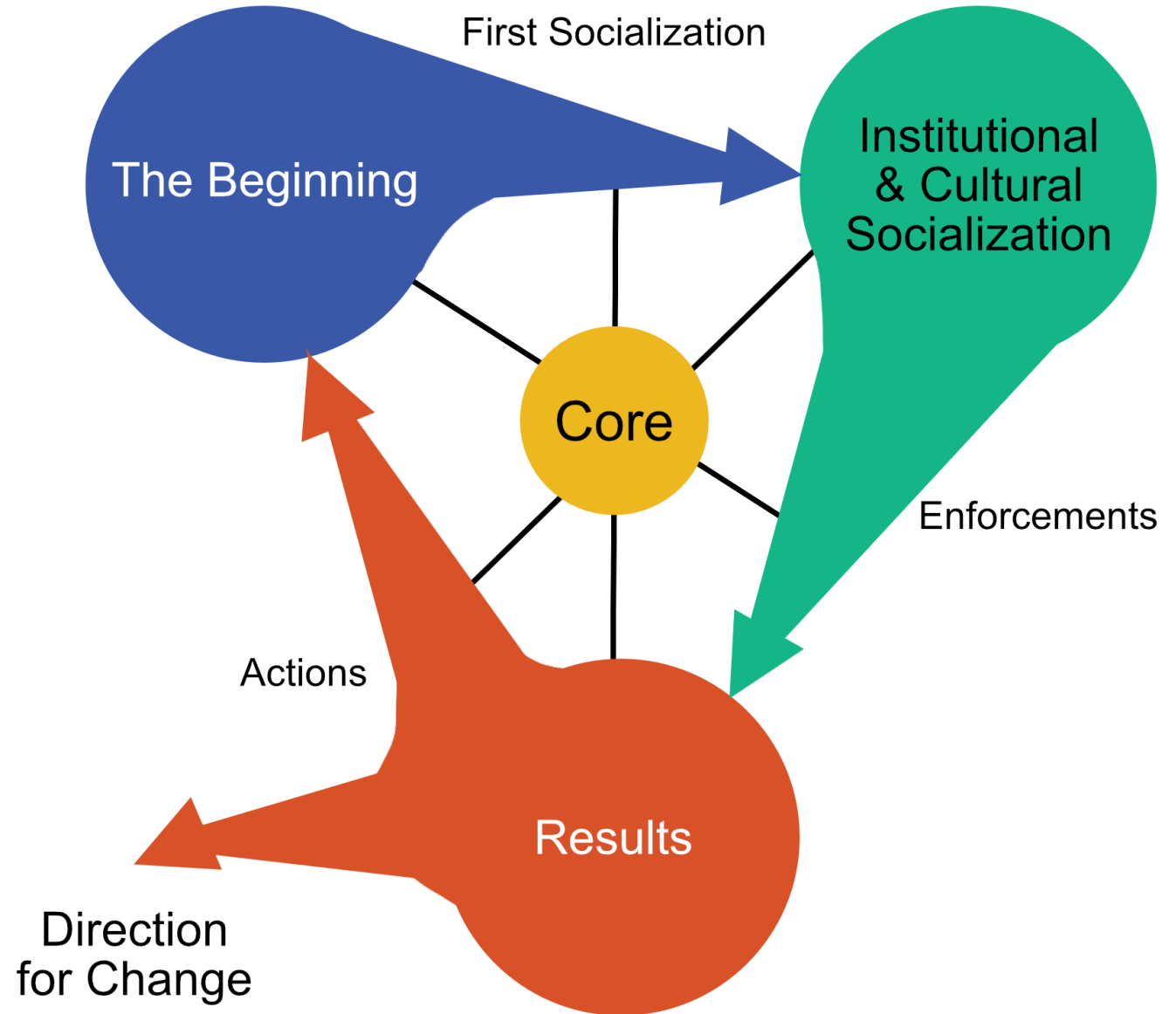
Your Personal Leadership Journey



- Individuals have diverse paths to leadership, including mentoring, focused goal setting, guidance, opportunity, advantage, and assignment based on systemic factors.
- On the personal leadership journey, it is important to explore alignment between:
 - Your personal identity, traits, style, and areas of comfort.
 - Leadership expectations and the responsibilities of embracing and modeling inclusive leadership practices.

The **Cycle of Socialization** diagram on the next slide illustrates the **direct** and **indirect** influences that impact our thinking and beliefs about our own identity and that of others.

Cycle of Socialization





The Cycle of Socialization & Self-Awareness

- Implicit biases are automatic, unconscious attitudes and stereotypes that we have about certain groups of people. They can be both positive and negative.
- Biases can develop from exposure to media, cultural beliefs, and personal experiences. They can shape our perceptions, attitudes, and behaviors towards people from different social identity groups.
- It is important to note that implicit biases are not the same as **explicit** biases, which are conscious and intentional attitudes and beliefs.
- Implicit biases can influence our behavior and decision-making even if we don't hold **explicit** biases. They can also be opposed to our **explicit** beliefs and values. This is why addressing implicit biases is an important aspect of promoting diversity, equity, inclusion, and accessibility.

Exploring Personal Traits & Personal Identity

It is important to demonstrate self-awareness by exploring how your personal traits and personal identity can influence your leadership style.

Personal Traits: Individual **habits, behaviors, thoughts, and emotions** through which you define yourself and others define you.

- All of us have both positive and negative traits that can be both constant and flexible based on several factors including, and most importantly your:
 - **Lived experiences,**
 - **Environment**
 - **Continuous learning, and**
 - **Interaction with others**

Personal Identity: Refers to those beliefs, perspectives, and labels we all use to define ourselves as a person and those parts of our identity which distinguish us from others.

Competencies Defined

Competencies are defined as being able to accomplish tasks successfully and efficiently by possessing:

- Knowledge
- Skills, and
- Talent

Leader Competencies are defined as having the ability to:

- Communicate effectively
- Build your leadership style
- Make a commitment to developing people
- Make use of emotional intelligence
- Manage conflict and stress
- Inspire and promote innovation and change
- Manage remote teams

Personal Traits and Professional Competency



In summary, you have explored:

- Self-awareness of the impact your thoughts, beliefs, and behavior have on your relationship to others.
- A reminder to acknowledge, recognize, and eliminate implicit and explicit biases.
- The range of diverse knowledge, skills, and abilities expected of a leader in today's workplace.
- A recognition of your own personal traits and personal identity.
- An understanding of both general and leader competencies.

Now, let's explore the characteristics of inclusive leadership within the changing workplace.

The Evolving Workplace

The workplace is an ever-evolving landscape. A variety of knowledge, skills, and abilities have been integrated into leadership traits and competencies over the past few years to more adequately prepare leaders.

We will explore the characteristics of inclusive leadership within the context of the changing workplace in the next section.

The Changing Workplace

- Contemporary leaders have evolved beyond compliance and positional authority as a primary approach and leadership style.
- Leaders are asked to understand and align personal traits and style with a set of inclusive leadership competencies to improve teams, processes, and overall organizational culture.
- Expectations within contemporary work environments are increasingly committed to prioritizing inclusion, accessibility, and safety.
- As a leader, it is important that you recognize your own **implicit** and **explicit** biases and the ways in which your thoughts and behaviors can impact your leadership approach.



Inclusive Leader Trait and Competency Diagram

The diagram on the next slide provides an illustration of the overlapping relationship between a leader's personal traits and professional competencies and the ways in which these dynamic characteristics promote an inclusive leadership style.





The Inclusive Leader

<https://www.kornferry.com/institute>

What is an Inclusive Leader?

[Learn more about the traits of an inclusive leader by watching this 5-minute video, linked](#)

Inclusive Leader Traits

According to the Korn Ferry Institute, key inclusive leadership traits include, among others:

- **Authenticity** = Builds trust and displays humility
- **Emotional Intelligence** = Increases self-awareness
- **Self-Assurance** = Inspires confidence and optimism
- **Personal Inquiry** = Increases an ability to be empathetic and curious
- **Flexibility** = Increase adaptability

While this is not meant to be an exhaustive list, these traits begin to provide a framework for understanding the ways in which your personal traits can improve your leadership skills. Let's review inclusive leader competencies.

[Click here to learn more about how to build an inclusive workplace | Understood](#)



Inclusive Leader Competencies

According to the Korn Ferry Institute, key Inclusive leadership competencies include among others:

- **Builds interpersonal trust**
- **Integrates diverse perspectives**
- **Optimizes talent**
- **Applies an adaptive mindset**
- **Achieves transformation**

While this is not meant to be an exhaustive list, these traits begin to provide a framework for understanding the ways in which your personal traits and professional competencies can align to improve your leadership skills.





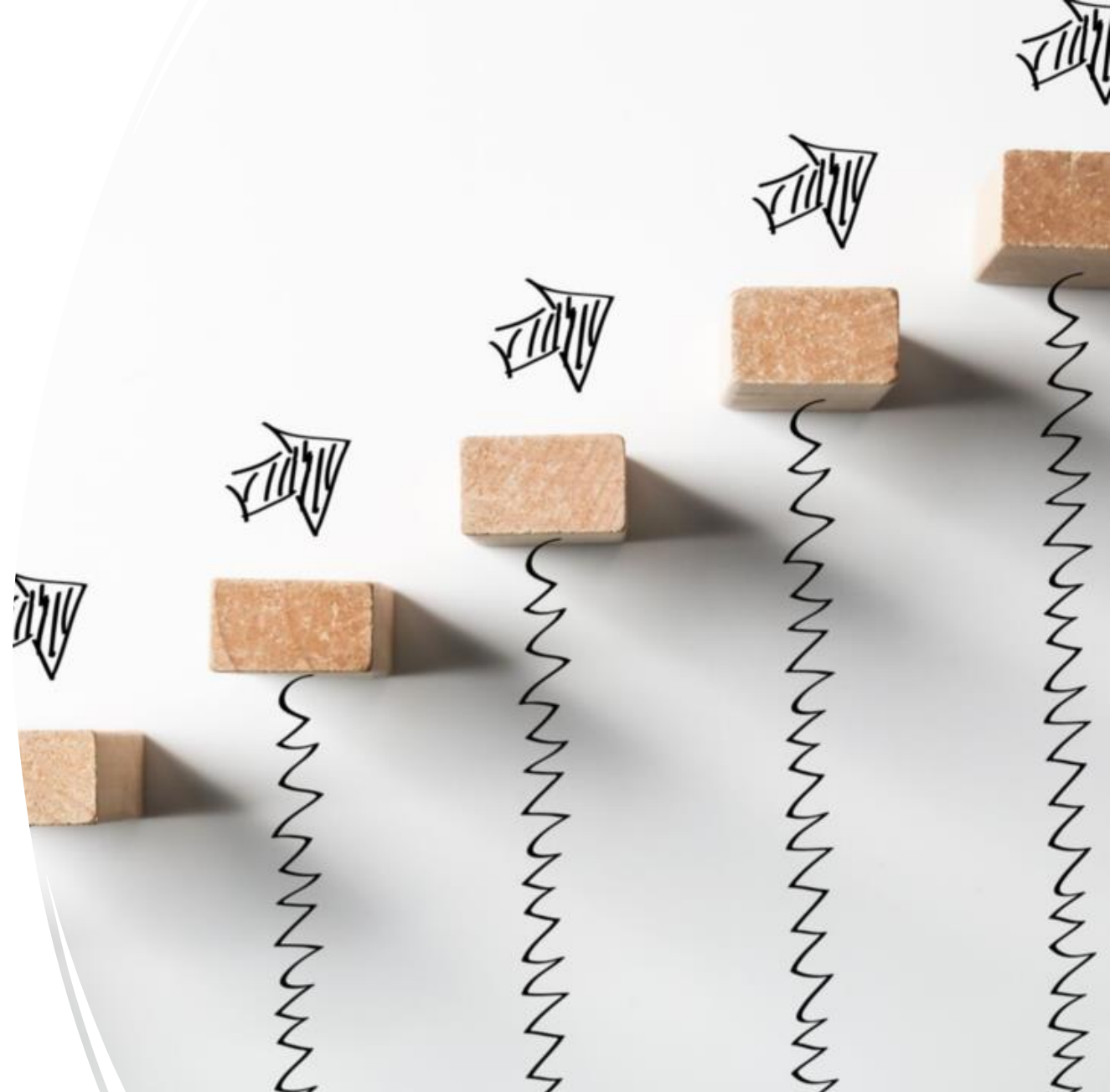
Moving Forward

- You now have a better understanding of how personal traits and professional competencies contribute to fostering an inclusive leadership style.
- Next, you'll learn about preparing for DEIA action steps.

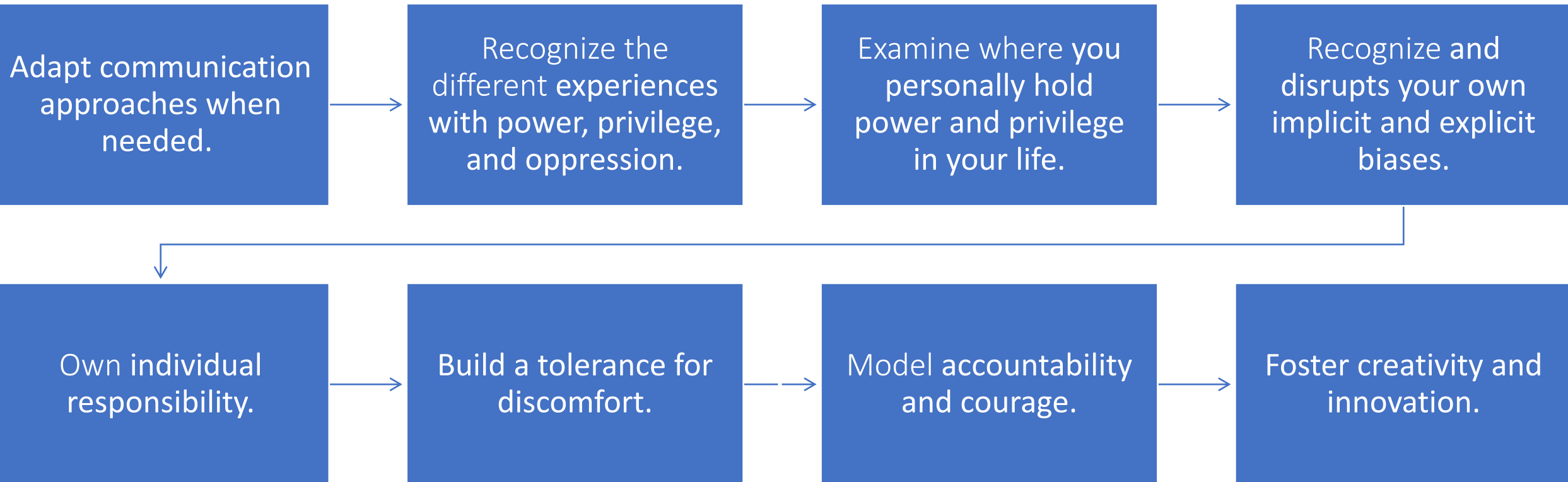
Preparing for DEIA Action Steps

1. It is important to begin this work by deepening your self-awareness and recognizing where you may hold privilege and where you may experience oppression.
2. New concepts and terms can inform your personal journey of increased knowledge, awareness, and potential practice changes.
3. Review the upcoming **Personal Action Steps** and consider which of these are current strengths and which of them will require personal and professional growth.

[Click here to learn more about powerful ways to take real action.](#)



Personal Action Steps



Training Objective 2 – Key Points



Embrace Inclusive Leadership Traits and Competencies by:

- Demonstrating confidence in direct reports.
- Enabling direct reports to develop and excel.
- Recognizing your own implicit and explicit biases.
- Strengthening inclusive leader competencies.
- Using yourself as a model for action.

Section 2: Learning Scenario

Baylor, a Black and Indigenous woman with an invisible disability, has missed a few project deadlines and left early for two team meetings in the past month. Baylor's supervisor, Kelly, a Black able-bodied woman, wants to have a conversation with Baylor to see how she is doing and learn more. Kelly has a commitment to developing employees she supervises and understands that Baylor's decline in engagement could be related to issues of equity and inclusion in the team or workplace. How could Kelly draw on the Inclusive Leader Competencies covered on prior slides in the conversation with Baylor?

Section 2: Learning Scenario - continued

- A. Build interpersonal trust** with Baylor by communicating her desire to see Baylor thrive and leading with curiosity about Baylor's experience. Kelly might ask Baylor questions like: How have you been doing? What obstacles have been coming up for you around meeting deadlines? Why have you been needing to leave team meetings early?
- B.** Inquire about team dynamics and how collaboration with other team members is affecting Baylor's work. If Baylor is having conflict with other team members, Kelly could aim to **integrate diverse perspectives** and manage conflict in the team with attention to power, privilege, and oppression.
- C.** Aim to **optimize talent** on her team with an equity lens by asking Baylor what supports, opportunities, and forms of collaboration she needs to develop and excel.
- D.** Apply an **adaptive mindset** by being open to learning from Baylor and inviting suggestions for changes to workflow, approaches, or collaboration.
- E. Assert professional expectations** for meeting deadlines and describe consequences for failing to meet deadlines.
- F.** Answers A-D.

Now that you have identified your Inclusive Leadership Strengths... Let's review strategies for building your inclusive team.





TRAINING OBJECTIVE 3

Strategies for Building an Inclusive Team

Building Inclusive Teams | Tips

The following are approaches for developing and sustaining inclusive, dynamic, and effective teams:

- **Center diverse perspectives**: This includes centering diverse perspectives and experiences related to identity and co-creating opportunities for coaching, mentoring, leadership opportunities, and recognition.
- **Maintain inclusive and accessible communication**: An inclusive team communicates in an accessible way for all employees to understand the goal and objectives of the work.
- **Use strength-based approaches**: A strength-based perspective to performance challenges focuses first on the knowledge, skills, and talents of the employee to develop opportunities for improvement.
- **Confront and disrupt harmful behavior and practices**: One of the most important ways of developing and sustaining a safe and inclusive work environment is to develop transparency and accountability in confronting and, when possible, eliminating individual harmful practices and team-based conflict.

It is important for leaders to consider empathic, courageous, and innovative approaches for building and sustaining inclusive and productive teams.



[Click here to learn more about building an inclusive team.](#)

Building Inclusive Teams | Intent vs. Impact

- **Intentions** and **impact** are not always aligned. As leaders, it is important for you to be able make the distinction between your stated intentions or beliefs and your actual behavior. This is especially true as you interact with colleagues and direct reports.

The next couple of slides will examine your existing areas of strength and opportunities for growth as a leader.



Reflection Questions

- Are you encouraging participation and input from colleagues and direct reports?
- Are you involving employees in decision-making processes?
- Are you promoting open communication?
- Are you providing employees with the necessary resources and authority to thrive?

When managing direct reports, inclusive leadership matters.

[Click here to explore reflection questions when managing direct reports.](#)



Navigating Difficult Conversations

When approaching difficult conversations or intervening in difficult situations in general, and especially when discussing identity, there may be increased challenges. Making use of an organized approach to these conversations can be useful.

One approach that can be used is the **Three Conversations Model** which focuses on:

- 1) The “what happened conversation”;
- 2) The “feelings conversation”; and
- 3) The “identity conversation,” exploring specifically *how we view ourselves, how we view others, and how we think others view us.*

Navigating Difficult Conversations - continued

- The three conversations model provides an approach to both understanding and navigating through difficult conversations as well intervening with team-based conflict.
- The tensions often experienced within difficult conversations or conflict exist between having our messages heard and, where possible, having an opportunity for learning and growth.
- More than ever, leaders are required to display skills that balance technical skills, emotional intelligence, adaptability, and transparency.
- Continue learning and practicing these skills within your supervisory, management, and executive leader role.



[Click here to learn more about difficult conversations](#)

Training Objective 3 – Key Points



Building an inclusive team includes:

- Maintaining inclusive and accessible communication.
- Using strength-based approaches to improve individual and team-based problem solving and challenges.
- Identifying, confronting, and disrupting harmful behavior and practices.
- Using the **Three Conversations** or similar models during difficult discussions.

Section 3: Learning Scenario

James, an Asian American man who is the Director in charge of community projects, holds a key meeting to review annual performance metrics with team leads. He praises good work and points out areas for improvement. James aims for a diverse team but notices that the 'star performers' tend to be quite similar, making him question whether he is leading inclusively. For instance, James tends to prefer Mark's quantitative approach to metrics more than Antonia's qualitative approach, leading him to think about his biases. James ends the meeting by emphasizing the need for better performance tracking but wonders what steps he needs to take as a director. What are some next steps James can take after this meeting to build an inclusive team?

Section 3: Learning Scenario - continued

-
- A. Recognize his biases** and how they are impacting his perspectives and practices as a director. For instance, James might think about how this bias for quantitative data affects decision-making and the implementation of community development initiatives. He might also think about his implicit biases around race and gender.
 - B. Take action to center diverse perspectives** on the team and consider what coaching, mentoring, leadership opportunities, and recognition Antonio might need to excel.
 - C. Apply a strength-based approach** to supervision of team leaders by equitably supporting Mark and Antonia to each leverage their knowledge, skills, and talents in performance metrics and other aspects of community project management.
 - D. Communicate goals and expectations** for performance metrics clearly and transparently with metrics for both quantitative and qualitative data.
 - E. All the above.**

**Please answer the questions on the OneNet training to view the correct responses.*



Moving Forward

You now understand tips and strategies of how to build an inclusive team.

The next section covers key strategies for identifying and responding to harmful behavior or practices within your team and at the organizational level.

We will review the findings from a recent study by Amy Edmondson on the importance of psychological safety in the workplace.



TRAINING OBJECTIVE 4

The importance of maintaining a psychologically safe workplace.

Responding to Workplace Conflict

The Illinois Human Rights Act (IHRA) provides for protection from discrimination for protected classes within Illinois. Responses to allegations of bullying, retaliation, harassment and other reported forms of workplace conflict should follow the guidelines outlined within the annual Discrimination and Harassment Training.

Practice tips within this section are provided as a ***reminder*** of your role and responsibility as leaders in sustaining a safe and inclusive workplace. Leaders should always seek the guidance of the appropriate departmental personnel, policies, and procedures to inform your decision-making.

The executive order establishing the Office of Equity [EO 2021-16](#) includes the advancement of an introduction, understanding, and application of diversity, equity, inclusion, and accessibility training within the workplace for all State of Illinois employees.

Understanding Your Organizational Culture and Climate

Organizational Culture defines the core beliefs and values about human nature that guide interactions with employees and stakeholders. The organization defines its role and audience, regulates emotional expression, and uses specific metrics to gauge effectiveness aligned with its culture and strategy.

Organizational Climate gauges employee sentiment through surveys, affecting policies, and outcomes. Key focus areas include health & safety and customer service, with ten broad techniques for improvement awaiting further research.

[You can learn more about the importance of organizational climate by clicking here.](#)

Psychological Safety

Harvard professor Amy Edmondson coined the term [“psychological safety”](#) to describe the organizational structure of teams with open and honest communication that allows employees to have a sense of comfort about their ideas and identities at work.

Psychological safety is the central aspect of creating a collaborative, supportive, and inclusive environment for everyone — not just those who have been historically included.



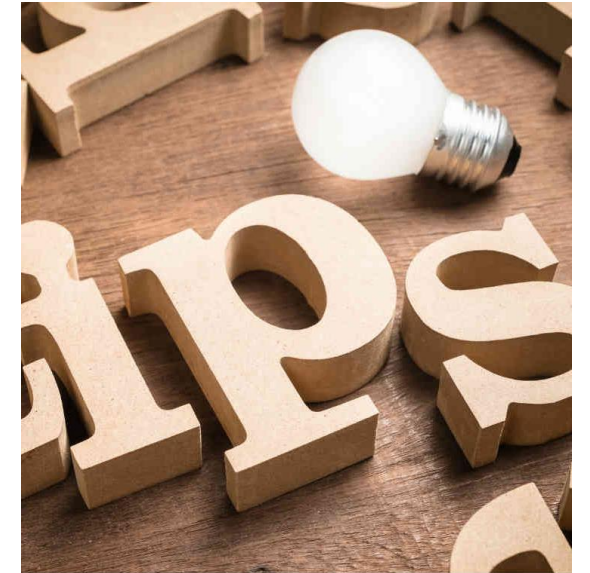
Psychological Safety

- Pew Research Center found that 89% of Americans **across all age groups** believe that psychological safety in the workplace is **essential**.
- Cultivating a space where employees feel safe to bring their full selves to work is a matter of **basic respect** but also enables **emotional intelligence**—both vital ingredients for working together.
- Workplaces can better support their employees at all levels by actively creating physical and psychological safety within their organizations.

Psychological Safety | Leader Tips

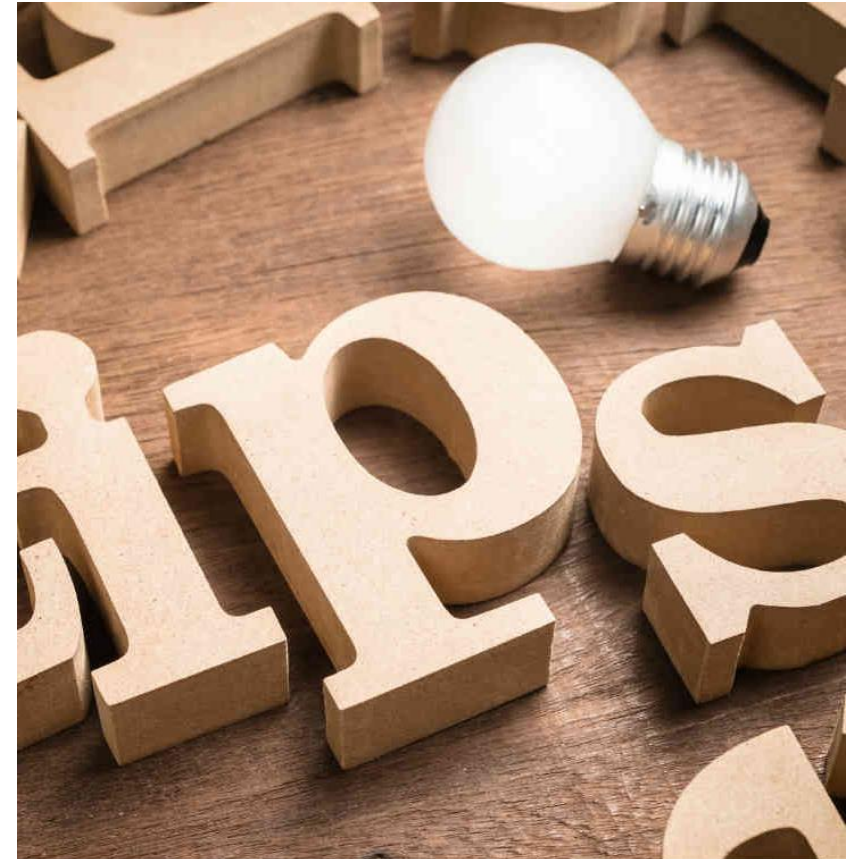
As a leader, it is important to understand your position of power and privilege and how that influences your own safety and the safety of your team members.

- Remember positive interactions and conversations between team members are built on trust and respect. Give your team members the benefit of the doubt when they take a risk, ask for help, or admit a mistake. In turn, trust that they will do the same for you.
- Ask colleagues powerful, open-ended questions, and then listen actively and intently to understand their feelings, thoughts, and ideas.
- Agree to share opportunities for growth, recognizing that mistakes are an opportunity to learn and grow.



Psychological Safety | Leader Tips - continued

- Use candor, whether expressing appreciation or disappointment.
- Ask for help, and freely give help when asked.
- Embrace expertise among many, versus a single “like me” or “hero” mentality.
- Encourage and express gratitude, which reinforces your team members’ sense of self.



Example: Janice, a long-term employee

Janice is a long-term employee who is experiencing chronic depression. She loves her work, but at times, has difficulty interacting with her co-workers. Janice's co-workers feel that she could be doing more to improve her mental health and productivity by making comments suggesting that she should have stronger willpower. In a recent conversation, Janice's supervisor overhears some of her co-workers suggest that she should "snap out of it" and try to force herself to get out and exercise, which will help her push through it.

Reflection Questions

- Describe the bias, harmful behavior, or form(s) of discrimination displayed and/or experienced within the scenario?
- Describe the range of feelings that Janice may be experiencing?
- What can Janice's supervisor do to support her?

A large orange circle is positioned on the left side of the slide, partially overlapping the text area.

Linda and Jack

Linda and Jack have been with the Department for many years and very well-known and liked throughout for their great work and collegial spirit. Within the past year the agency has been improving processes and supporting each team in updating its operations. As the Department is considering selecting members of each team for re-training, Linda and Jack continue to be passed over for new training and leadership roles, indicating “they are not tech savvy”, and the leaders moving forward need to be “fresh” or “flexible.”

Although both Jack and Linda have very engaged lives and volunteer for many projects within the Department, neither has been considered for what are considered “high potential” roles. Privately, they are not thought as “not being energetic” and it’s been stated that neither of them “understands how to effectively engage new communities because of their lack of social media presence.”

Reflection Questions

Describe the bias, harmful behavior, or form(s) of discrimination displayed and/or experienced with in the scenario?

Describe the range of feelings that Linda and Jack may be experiencing?

What can the leadership of the Department supervisor do to support culture/climate change?

Workplace Bullying & Intimidation

Workplace bullying and intimidation is the repeated mistreatment by one or more employees of an employee. This includes conduct that takes the form of verbal communication or behaviors perceived as threatening or humiliating; work sabotage; or some combination of the above.

Examples: sabotaging another employee's work; damaging an employee's personal belongings. Bullying itself is not illegal unless the acts rise to the level of harassment.

Examples of harassment include:

- Intimidation
- Verbal assault
- Physical assault

Reminder - Supervisors have an obligation to respond to all forms of bullying, retaliation, or harassment reported or observed.

*Please reference the Harassment and Discrimination Prevention annual training required for all State of Illinois employees



What is Retaliation?

Retaliation occurs when an employer (through a manager, supervisor, administrator or directly) fires an employee or takes any other type of adverse action against an employee for engaging in protected activity.

What are the three components?

- A person engages in a protected activity (filing a complaint/blowing a whistle).
- Their job is changed in some material adverse way (e.g., demotion).
- A link exists between their complaint and the material adverse action.



Why Retaliation is a Problem

Retaliation is about making people afraid to complain or to assert their rights.

- An organization cannot function effectively when workers are afraid.
- People won't ask questions they should ask.
- People won't report things they should report.
- Retaliation escalates pre-existing issues and is highly costly to organizations because it slows down efficiency and hurts morale which is key for organizational functioning.

Reminder - Supervisors have an obligation to respond to all forms of bullying, retaliation, and harassment reported or observed.



*Please reference the Harassment and Discrimination Prevention annual training required for all State of Illinois employees

Harassment

Making the connection between third-party harassment and psychological safety.



Bystander and Third-Party Harassment

Bystander harassment

- Indirect harassment or unwelcome behavior that is not directed at an individual but exists in the workplace and interferes with an individual's ability to do their job.
- Anyone impacted by offensive conduct can be the victim of harassment.
- What offends one person may not offend another.

Third-Party harassment

- Unwelcome conduct by a non-employee outside your organization.
- Examples: Vendor, contractor, delivery person, and the public.



Bystander Intervention

Harassment in the workplace will not stop on its own. Workplace harassment, microaggressions, and inequities are not just about a victim and a perpetrator.

Harassment calls upon everyone to do their part to be a part of the solution. Proper education empowers co-workers by giving them the tools to intervene when they witness harassing behavior and may show promise for harassment prevention.

Bystander: a bystander is someone who sees or is otherwise aware of a potentially harmful event that may happen or is happening to someone else but is not originally involved in it.

Active bystander: a bystander who recognizes that something unacceptable may happen or has happened and initiates proper actions for engagement.



Inclusive Leader

Team-based Action Steps:

Centers accessibility and inclusion across all team & organizational operations.

Seeks out and responds well to feedback.

Consistently lifts up other perspectives.

Models and displays authenticity.

Fosters a sense of psychological safety.

Provides ongoing leadership opportunities for direct reports.

Advocates for professional growth and development.

Engages in active anti-biasing and anti-oppressive practices.

Training Objective 4 - Summary



Maintain a psychologically safe workplace by:

- Ensuring all employees feel safe to bring their full selves to work is a matter of basic respect but also enables emotional intelligence—both vital ingredients for working together.
- Safeguarding all bullying behavior at work. This includes any conduct that takes the form of verbal abuse or behaviors perceived as threatening or intimidating.
- Ensuring that managerial as well as non-managerial employees understand what retaliation is and that it is prohibited by law and your workplace policy.

Section 4: Learning Scenario

Cameron, a Latine non-binary person, has been hearing complaints from co-workers about how uncomfortable everyone is being made with Cameron's request that they use gender neutral pronouns (they/them/theirs) when referring to them in the third person. Cameron recently heard rumors that co-workers have said, "it's too difficult to use the pronouns" and continue to misgender them, stating, "Cameron does not look non-binary, and it's just too confusing." Cameron decides to share their experience and the comments with their manager, Fatima. They explain their frustration and increased feelings of isolation and disconnection from their co-workers. What are some ways Fatima can respond to Cameron's complaints and reestablish Psychological Safety in the department?

Section 4: Learning Scenario - continued


- A. Safeguard against behavior that could escalate to harassment or bullying by having conversations that confront rumors and behavior with specific people.
- B. Engage in bystander intervention when she overhears employees saying inappropriate things about Cameron's gender or pronouns by correcting them and describing the importance of treating colleagues with respect.
- C. Remind Cameron that there are many perspectives to consider in the workplace and we all need to be able to put differences aside and collaborate effectively.
- D. Engage in anti-oppressive practices through a leadership response, increased mechanisms for transparent conversations, and reporting.
- E. Answers A, B, and D.

**Please answer the questions on the OneNet training to view the correct responses.*

Moving Forward



- You have now gained a deeper understanding of how significant it is to maintain an environment that is psychologically safe at work.
- You can achieve psychological safety at work when you have a team that is highly engaged and healthy, which is a winning combination.
- The following section will provide tips for **establishing and maintaining** a work environment that is DEIA-informed.



Establish and Maintain a DEIA- Informed Workplace

Training Objective 5



Developing and Sustaining DEIA Efforts

Key steps in DEIA development include ongoing assessment of organizational culture and fostering innovation and inclusivity at all levels.

AGENCY CONSIDERATIONS

Explore

- Explore how organizations enhance inclusivity through policy, programmatic, and personnel changes. Governmental bodies focus on systemic rather than individual discrimination.

Update and Articulate

- Update core consumer and community profiles. Recommend systemic changes for inclusive recruitment and advancement

Examine

- Examine DEIA and racial-equity policies. Use an equity lens for regular constituent feedback analysis.

Update and Integrate

- Integrate DEIA goals into your organizational blueprint. For governmental bodies, scrutinize systems perpetuating inequity.

Inclusive and Safe Work Environment





Moving Forward

- **Great!** Now that you are ready to initiate and improve the DEIA action steps within your role...
- Let's examine how to transform thoughts and actions by exploring the **Cycle of Liberation**.

Making the Connection

The training has introduced the importance of recognizing your individual leadership journey and style.

Understanding your leadership style also has an influence on both your team dynamics and the overall organizational culture and climate.

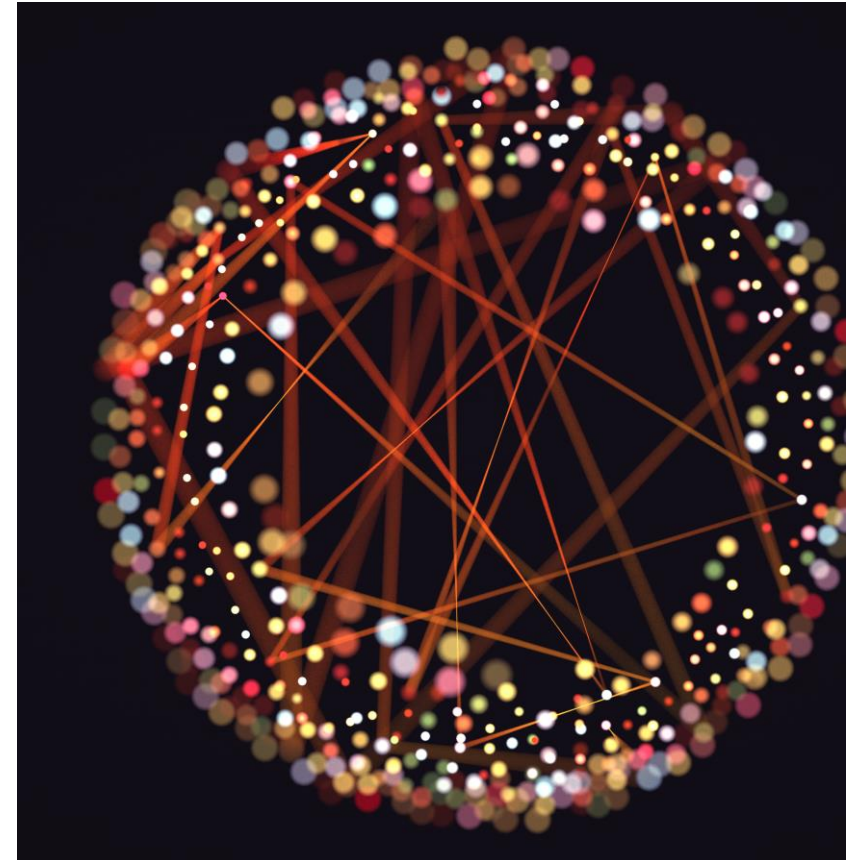
The upcoming slides explain the continuous opportunities for growth and change when individuals, particularly leaders, are intentional about developing and maintaining safe, inclusive, and productive work environments.

The Cycle of Liberation offers one model for considering the important and reinforcing relationship between individual thought, interpersonal interactions, and systemic change.

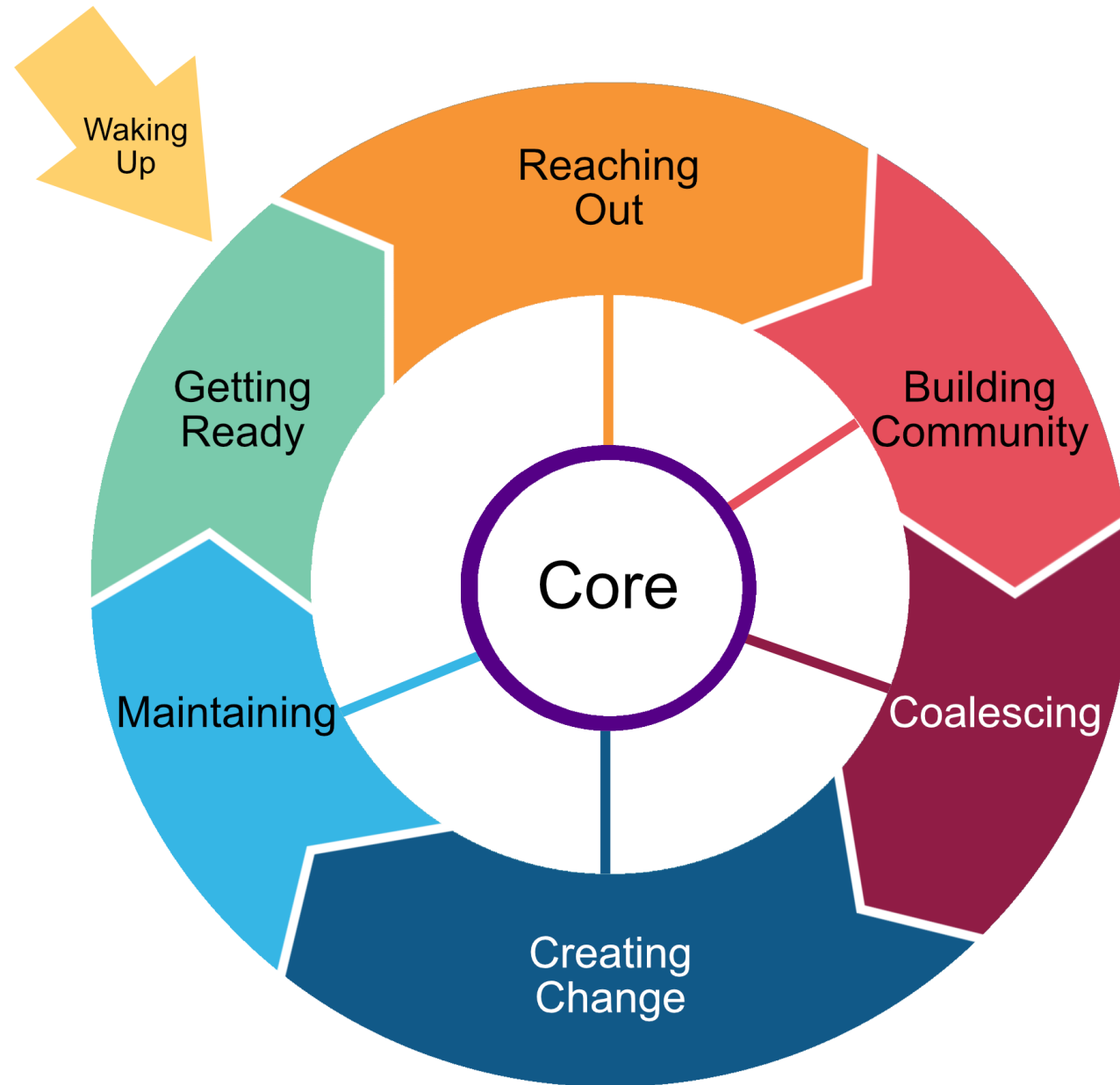
The Cycle of Liberation

Transforming Thoughts and Action

The Cycle of Liberation by Bobbie Harro focuses on breaking unconscious roles in oppression. It combines theory and practice to drive personal and social change, emphasizing ongoing transformation rather than one-time events.

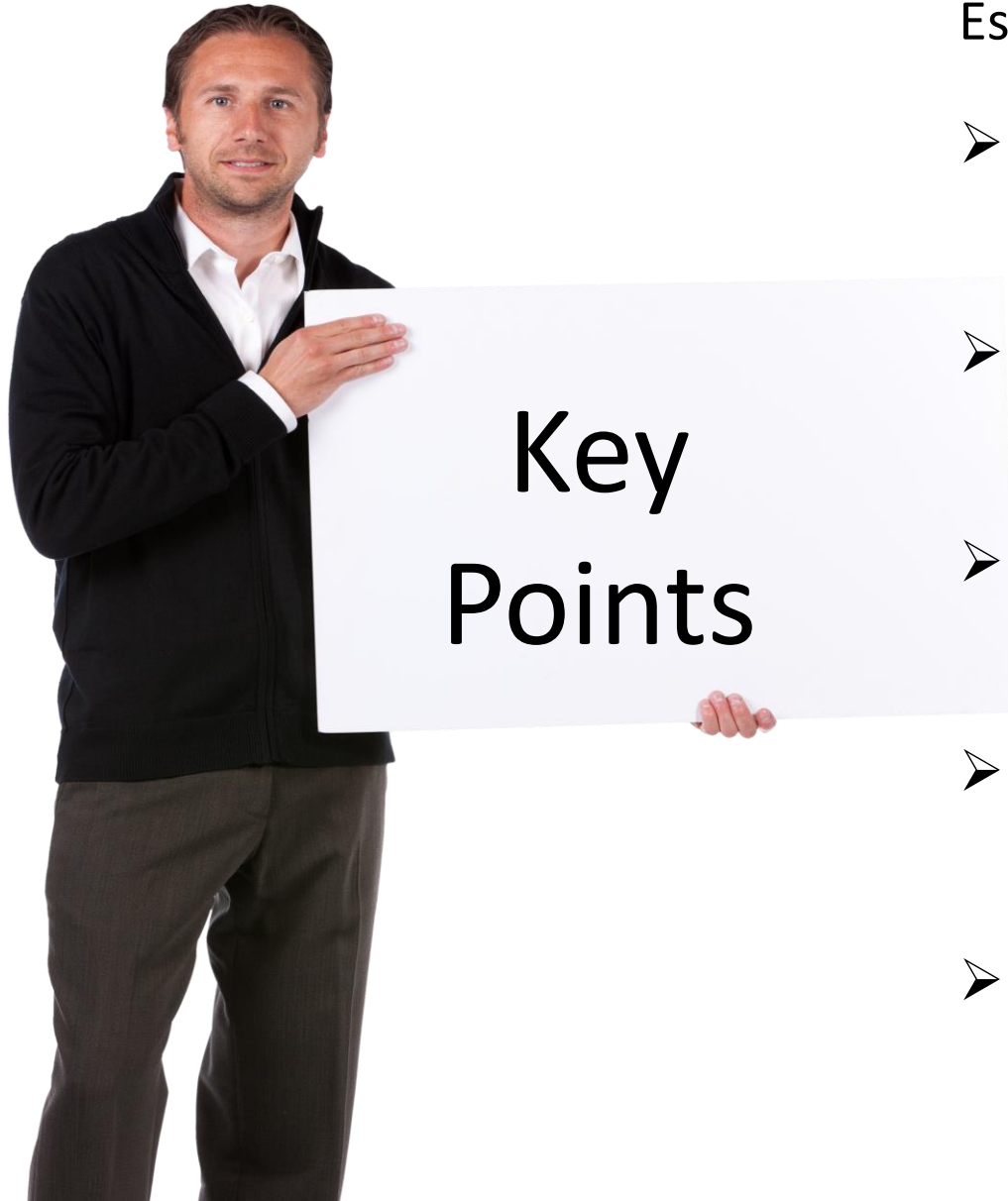


Transforming Thoughts and Actions!



Check out the diagram by Jennifer Hofmann in its entirety by [clicking the link.](#)

Training Objective 5 - Summary



Establish and Maintain a DEIA-Informed Workplace by:

- **Remembering** that organizational culture describes "the way work is done" in an organization.
- **Recognizing** that organizational climate describes the view of "how it feels" to work at an organization.
- **Accepting** DEIA practices as an integrated, ongoing, and necessary part of your work.
- **Practicing** and expanding on DEIA organizational goals and action steps.
- **Fostering** recognition of your influence, biases, and obligations in advancing organizational DEIA.

Section 5: Learning Scenario

Division Unit leader Ashley, a white woman in her mid 30s, was recently made aware of some organizational climate and cultures issues through confidential responses to an annual employee survey. Specifically, she learned that employees of color and employees over 50 reported feeling less valued and comfortable at work. Ashley cares about her responsibility to identify opportunities for and barriers to DEIA implementation within organizational practice. What are some steps Ashley can take toward a DEIA-informed workplace?

Section 5: Learning Scenario - continued

- A.** Provide inclusive leadership training and education opportunities to employees through HR and teams.
- B.** Develop DEIA statements and practices for the unit.
- C.** Coordinate with the division leader and department leadership to expand and reinforce policies related to safety, inclusion, and non-discrimination.
- D.** Collect and analyze constituent feedback through an equity lens.
- E.** All the above.

**Please answer the questions on the OneNet training to view the correct responses.*

Illinois Human Rights Act

The Illinois Human Rights Act prohibits discrimination on the basis of unlawful to discriminate against a person because of his or her actual or perceived: race, color, religion, sex, national origin, ancestry, citizenship status (with regard to employment), age (40 and over), marital status, family status (with regard to housing), arrest record, conviction record, physical and mental disability, sexual orientation (including gender-related identity), pregnancy, military status, unfavorable discharge from military service, order of protection status, association with a person with a disability, source of income, language (related to employment) and work authorization status.



Office of Equity Office of the Governor

The Office of Equity is building a statewide strategy for advancing diversity, equity, inclusion, and access (DEIA) in our services, systems, and operations. This is a collaborative effort between the Office of the Governor's Equity Office with other state agencies, commissions and boards and all other sectors and partners across our great state.

One of the essential roles of the Office of Equity is to provide vision, direction, guidance, and support to DEIA initiatives. We are striving to make Illinois a state free of social inequity with a healthy and thriving population who have access to high-quality services delivered by diverse, inclusive, and equity-oriented state government, systems, and agencies.

Office of Equity | Office of the Governor Contact information

GOV.equityoffice@illinois.gov



Office of Equity
Office of Governor
JB Pritzker



State of Illinois Department of Human Rights

IDHR Mission & Vision Statements

IDHR Mission Statement

- To secure for all individuals within the State of Illinois freedom from unlawful discrimination, and;
- To establish and promote equal opportunity and affirmative action as the policy of this state for all its residents.

IDHR Vision Statement

- We, the employees of the Illinois Department of Human Rights, believe that everyone has an inalienable right to live free from discrimination, in every aspect of life. We are dedicated to delivering quality service to the people of Illinois with integrity, honesty, and respect.
- Departmental Contact Information IDHR.webmail@Illinois.gov
- The Institute of Training and Development IDHR.training@illinois.gov

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Recommended Online Leadership Resources

Are Our New Workplaces Equitable? Gabby Bush, Professor Jeannie Paterson, Associate Professor Tim Miller and Adam Ladders, University of Melbourne.

Berger, Warren, (2011). “Why Curious People Are Destined for the C-Suite,” Harvard Business

Bold and Inclusive Leadership, Diversity Best Practices.

https://www.austinhumanresource.org/resources/Documents/Home%20Page/insight_paper-bold_and_inclusive_leadership.pdf

Diversity, Equity, and Inclusion and Justice Work: Anti-bias and Anti-racist resources

https://d31kydh6n6r5j5.cloudfront.net/uploads/sites/574/2020/10/dev_liberatory_conscious_001.pdf

Equity and Empowerment Lens Logic Model (sample)

<https://multco.us/file/31825/download>

Equity and Empowerment Lens (with a racial justice focus)

<http://www.communitycommons.org/entities/bf68e719-35d6-4b53-8341-e163035c0b65>

Government Alliance of Race and Equity

<https://www.racialequityalliance.org/about/our-approach/>

Equity and Empowerment Lens

<https://www.health.state.mn.us/communities/practice/resources/equitylibrary/multnomah-lens14.html>

Recommended Online Leadership Resources - continued

Equity and Inclusion, the Roots of Organizational Well-Being

https://ssir.org/articles/entry/equity_and_inclusion_the_roots_of_organizational_well_being

Inclusive Leadership, Russell Reynolds Associates.

<https://www.russellreynolds.com/en/insights/reports-surveys/leading-by-example-the-critical-role-chairs-and-ceos-play-in-driving-diversity-and-inclusion>

It's Not Just You: In Online Meetings, Many Women Can't Get a Word In, Alisha Haridasani Gupta, The New York Times.

#Metoo in the Workplace – Power Privilege and the Way Forward, Sylvia Ann Hewlett, Training Industry.

Opportunity Insights Organization

<https://opportunityinsights.org/>

Psychological Safety and Leadership Development

<https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/psychological-safety-and-the-critical-role-of-leadership-development>

Psychological Safety at Work

<https://www.accenture.com/us-en/blogs/business-functions-blog/work-psychological-safety>

The Six Signature Traits of Inclusive Leadership, Juliet Bourke, Bernadette Dillon, Deloitte University Press 2016.

Recommended Online Leadership Resources — continued

The Organizational Reproduction of Inequality, John M. Amis, Johanna Mair and Kamal A. Munir, Academy of Management

Things I Didn't Know, James Mulholland in Issues and Ideas.

Power & Privilege in the Workplace, Career Contessa.

Practicing Inclusive Leadership in Times of Crisis, Deloitte.

What is a Gemba Walk, Six Sigma Daily.

3 Ways Video Conferencing Can Unintentionally Cause Bias, Janice Gassam Asare, Forbes.com.

10 Performance Review Biases and How to Avoid Them, Kevin Campbell, Culture Amp.

10 Ways to Mitigate Bias, Elizabeth C. Tippet, Harvard Business Review

50 Ways to Fight Bias, Lean In.

Sample Assessment Tools

An Introduction to Race Equity Tools

<https://racc.org/wp-content/uploads/2015/12/An-Introduction-to-Racial-Equity-Assessment-Tools.pdf>

<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government/>

GARE Resource Guide

https://racialequityalliance.org/wp-content/uploads/2015/02/GARE-Resource_Guide.pdf

National Equity Atlas

<https://nationalequityatlas.org/>

Policy Link

<https://www.policylink.org/resources-tools/tools>

Race Equity Toolkit – Government Alliance on Race and Equity

https://www.racialequityalliance.org/wp-content/uploads/2015/10/GARE-Racial_Equity_Toolkit.pdf

Race Equity Tools: Organizational Assessment Tools and Resources

<https://www.racialequitytools.org/resources/plan/informing-the-plan/organizational-assessment-tools-and-resources>

United Way Equity Challenge

<https://unitedwayillinois.org/equity-challenge/>

Videos

Defining Diversity, Equity, and Inclusion

<https://www.youtube.com/watch?v=-RMJSEgmrA>

How to Address Diversity, Equity, and Inclusion in the Workplace

<https://www.youtube.com/watch?v=0ECHLI0hkec>

How Microaggressions are Like Mosquito Bites – Same Difference

<https://www.youtube.com/watch?v=hDd3bzA7450>

Implicit Bias: Lifelong Impact, Kirwan Institute

<https://www.youtube.com/watch?v=QnzkWc4b4mY&t=122s>

[Implicit Bias Video](#), PBS.

Inclusion Stats with I

<https://www.youtube.com/watch?v=Zvmp4-1Nkng>

Sea Change: The Effects of Oppression on Mental Health, Fireweed Collective

<https://www.youtube.com/watch?v=7-uoyzgCJMk&t=41s>

Systemic Racism Explained

https://www.youtube.com/watch?v=YrHIQIO_bdQ&vl=en

Power, Privilege, and Oppression

<https://www.youtube.com/watch?v=LTDikx-maoM>

Understanding Implicit Bias: Kirwan Institute

<https://vimeo.com/266974944>

Recommended Resources to Support DEIA Integration and Application

Disability Ally Flyer

<http://eliclare.com/wp-content/uploads/2008/03/disability%20ally%20flyer%20062508.pdf>

Forced Intimacy: An Ableist Norm | Leaving Evidence

<https://leavingevidence.wordpress.com/2017/08/06/forced-intimacy-an-ableist-norm/>

Ferdman, B. M., & Deane, B. (2014). Diversity at work: The practice of inclusion.

How to Ease Transgender Transitions at Work

<https://hrexecutive.com/how-to-ease-transgender-transitions-at-work/>

Making Your Website Accessible is Vital to Your Equity, Diversity, and Inclusion Efforts Howl

Round Theatre Commons

<https://howlround.com/making-your-website-accessible-vital-your-equity-diversity-and-inclusion-efforts>

Transgender Inclusion in the Workplace: Recommended Policies and Practices <https://www.thehrcfoundation.org/professional-resources/transgender-inclusion-in-the-workplace-recommended-policies-and-practices>

Transgender Inclusion in the Workplace: A Toolkit for Employers

[https://assets2.hrc.org/files/assets/resources/Transgender Inclusion in the Workplace A Toolkit for Employers Version 10 14 2016.pdf](https://assets2.hrc.org/files/assets/resources/Transgender%20Inclusion%20in%20the%20Workplace%20A%20Toolkit%20for%20Employers%20Version%2010%2014%202016.pdf)

What is Disability Justice?

<https://www.sinsinvalid.org/news-1/2020/6/16/what-is-disability-justice>

Winters, M. F. (2013). From diversity to inclusion: An inclusion equation. *Diversity at work: The practice of inclusion*, 205-228.

Workplace Trans Inclusion: Recommended Policies & Practices

<https://www.thehrcfoundation.org/professional-resources/transgender-inclusion-in-the-workplace-recommended-policies-and-practices>

4 Ways To Make Your Workplace Equitable For Trans People

<https://www.npr.org/2020/06/02/867780063/4-ways-to-make-your-workplace-equitable-for-trans-people>

Thank you for your participation!



Access our Satisfaction & Feedback Survey

- Today's training served as an introduction to Inclusive Leader Practices.
- [Access IDHR's Satisfaction & Feedback Survey online](#) or by using the QR code above-right.
- For more information about the Illinois Department of Human Rights' Institute for Training and Development and a full schedule of upcoming trainings, [visit IDHR online at dhr.illinois.gov/training](https://dhr.illinois.gov/training).
- Contact Office of Equity | Office of the Governor at GOV.equityoffice@illinois.gov